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nothing; situations, also, of which the ordinary public school cannot and does not take any account. The school cannot of course, take account of situations created by race prejudice, because the public school cannot recognize the existence of race prejudice. To do this would be to recognize a different status in the negro and the white man.

As a result of this condition more is expected of the negro, and less, than of the white child; the colored boy and girl have more liberties and less freedom than the children of other races.

This, in substance, is the conclusion to which a study of the facts presented in this report lead. Intimate studies of contemporary social life such as this commend themselves to the student of social life, not merely for the light which they throw upon local conditions, but for the insight which they offer into the working of the subtler social forces elsewhere.

ROBERT E. PARK

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Wage Worth of School Training. By ANNA CHARLOTTE HEDGES.

New York: Teachers College, Columbia University, 1915.

The preface to this investigation informs the reader that "this inquiry involved seeing twenty thousand girls at work, conferring in detail with foremen, forewomen, and managers, questioning several hundred girls themselves, and making an exhaustive study of 617 questionnaires."

Statistical methods of enumeration, description, and interpretation are used more elaborately than is usual in such inquiries. The impression is left that the greater interest of the investigator is in the mathematical aspects of her problem, and that the standpoint of foreman and employer is more emphasized than the attitude of the women workers themselves. Some of the conclusions to which the writer comes are as follows:

1. Schools instruct girls without reference to discovering and training progressive wage-earning ability.
2. Training in specific process operations can be given best and most adequately by the management itself in the factory.
3. Work will be most remunerative to the girl who enters the industrial work from the school, able bodied, industrious, right minded, trained in dexterity and in the correct meaning and use of the English language.
4. Co-operation is necessary between the two great factors in the general education of all wage-earners, i.e., the school and industry. By co-operation, the school can continue the training of the girl whose economic needs unfortunately have shortened her school life, and aid in this continued training of the

wage-earner should be afforded by releasing her from work during the day for part time at full pay.

5. Public interest is required to promote this co-operation between industry and the school. Interest can be aroused mainly through demonstrating the economic worth of school training by adopting school methods freed from scholastic symbolism and rich in experience of problems involving tools, materials, and processes.

6. The school system should include among its definite and expressed aims the training of every child without exception in ability to earn by producing.

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The Collection of Social Survey Materials. By FLORENCE RISING CUTTING, Instructor in the University of Illinois Library School. Chicago: American Library Association Publishing Board, 1915. Pp. 12.

This little pamphlet will be useful to students and others who are collecting materials on civic and social life in cities. It offers in outline a systematic classification, based upon recent surveys, of reports, investigations, and other materials which constitute the sources of information in regard to the city.

One of the first and essential factors in social control is records. At the present time these are widely scattered and wholly unco-ordinated. In this paper the author offers a suggestion for bringing them together into one place, preferably the public library, where they will be accessible to the public and may at the same time be available for the use of special students. This will, it is to be hoped, become in time a sort of clearing-house for information about city life, a sort of permanent survey. At any rate, listing "civic materials" may be regarded as the first step in the education of the community in regard to its community affairs and a necessary step in the movement for the revival of self-government in cities.

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